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ABSTRACT

This project was conducted to study home economics curriculum needs by surveying former secondary home economics students to determine what tasks they learned in class and what instruction would have been helpful in order to provide curriculum managers, developers of materials, administrators, and teachers with more guidance in meeting the needs of consumer and homemaking students. Secondary school graduates of 1978-1982 who had been enrolled in home economics courses in seven Louisiana parishes (n=1,442) completed questionnaires. Participants rated each of 42 listed consumer and homemaking tasks as having been taught or not taught in their home economics courses and as needed or not needed. All tasks were recorded as needed by a majority of former students. Thirty of the 42 tasks considered were rated as having been taught and needed while 12 topics were considered needed but not taught. Respondents' sex, employment status, number of semesters enrolled in home economics, and year of graduation caused variations in whether tasks were perceived as having been taught or needed. Problems noted in the study were the low response rate to the questionnaire (12 percent) and the fact that all tasks were rated as needed. It was suggested that in a more appropriate questionnaire former students might have been asked to rank the tasks in importance. (KC)

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CONSUMER AND HOMEMAKING CURRICULUM ANALYSIS BASED ON THE NEEDS OF SECONDARY GRADUATES

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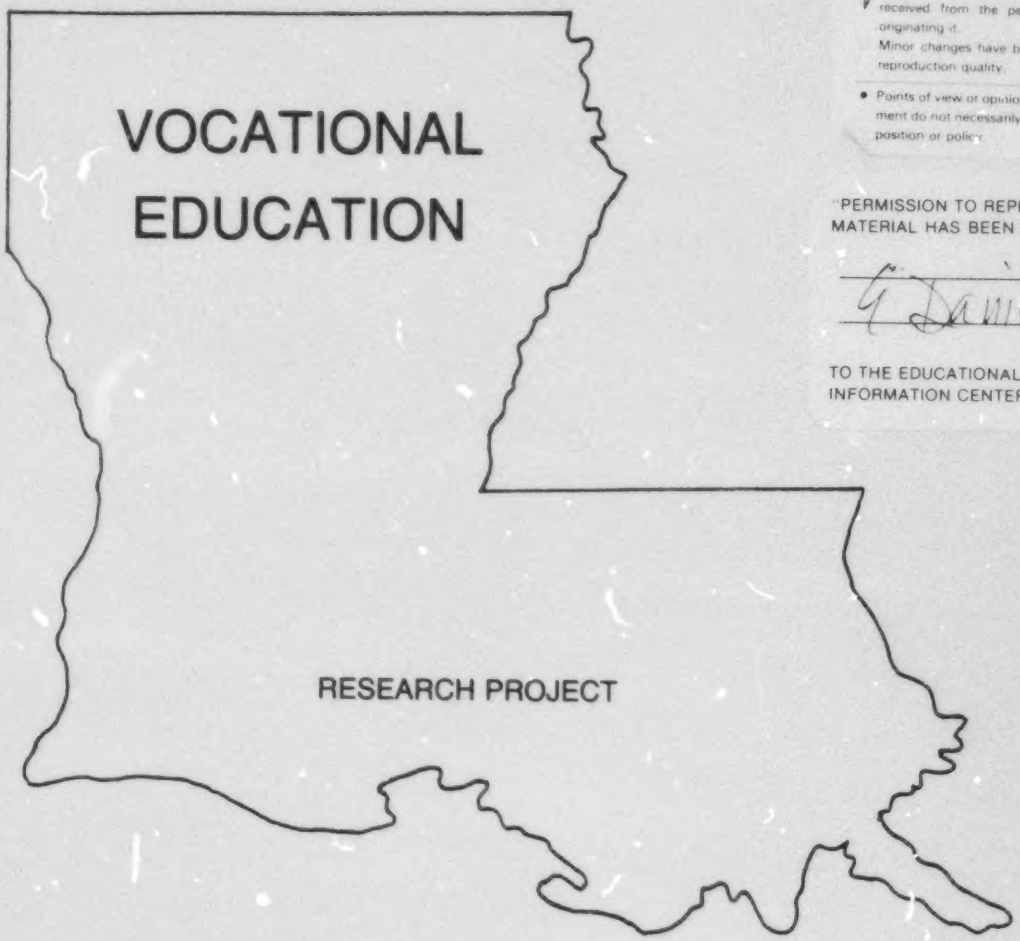

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CONSUMER AND HOMEMAKING CURRICULUM ANALYSIS BASED ON THE NEEDS OF SECONDARY GRADUATES

Ellen Daniel, Ed.D.

Barbara L. Stewart, Ed.D.

Funded by

Louisiana Department of Education

School of Home Economics
University of Southwestern Louisiana
Lafayette, Louisiana

November 1983

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INTRODUCTION

The 1976 Vocational Amendments challenged vocational educators, in particular the consumer and homemaking component, to provide assessments of their programs. This is a vital thrust of Home Economics Education today. In order to develop future consumer and homemaking curricula which most appropriately meets the needs of students, it is vital to assess what has been taught in consumer and homemaking programs and what is perceived as needed by former students.

The role of the homemaker has changed. Females are employed outside the home and must balance homemaking with their outside careers. Males are assuming more homemaking tasks. Both males and females, therefore, require homemaking skills.

The purpose of this project was to study Home Economics Curriculum needs by surveying former secondary home economics students to determine what tasks they learned in class and what instruction would have been helpful. Curriculum managers, developers of instructional materials, administrators, and teachers can thus be provided with more guidance in meeting the needs of consumer and homemaking students.

OBJECTIVES

The objectives of this study were as follows:

1. To identify whether specified consumer and homemaking tasks were perceived by male and female students as having been taught in secondary vocational home economics programs
2. To identify whether specified consumer and homemaking tasks were perceived as having not been taught in secondary vocational home economics programs but as needed by homemakers
3. To disseminate the findings

METHODOLOGY

The methods involved in the design of this research included the following:

1. The project was funded by a grant from the State of Louisiana, Department of Education, Office of Vocational Education as a Research and Training Project. It was administered and conducted by the School of Home Economics of the University of Southwestern Louisiana.
2. The existing literature reflecting tasks of consumers and homemakers was reviewed and evaluated. Based on earlier descriptive and research studies, consumer and homemaking tasks were identified and compiled.

3. To determine whether the selected consumer and homemaking tasks had been taught in secondary home economics courses and whether they were useful, or not taught but needed, a 43-item questionnaire was developed. The questionnaire also included requests for selected demographic data. (See Appendix C.)
4. The questionnaire was pretested at an area State Department of Education inservice workshop for vocational home economics teachers. Revisions were made to the initial questionnaire.
5. A research assistant contacted parish school officials and secondary school principals to secure permission to obtain the names and addresses of students who were graduated from 1978-1982 and had taken home economics in seven southwestern Louisiana parishes. The area surveyed included Vermilion, St. Landry, Acadia, St. Martin, Lafayette, Iberia, and Evangeline parishes. School personnel and the research assistant extracted the names and addresses from student records in each of the 37 schools which participated.
6. Questionnaires were mailed to the 12,242 secondary graduates of 1978-1982 who had been enrolled in home economics courses in the Vermilion, St. Landry, Acadia, St. Martin, Lafayette, Iberia, and Evangeline parishes.

7. The returned questionnaires were analyzed using frequency distribution, analysis of means, Pearson's chi square statistics, and Yates' corrected chi square statistics. The statistical significance of the findings was evaluated at the .05 level.

ANALYSIS OF DATA

Demographic Information

Twelve thousand two hundred forty-two (12,242) questionnaires were mailed to high school graduates of 1978-82 who had taken home economics. Fourteen hundred forty-two (1,442) responses were returned and tabulated. This represented a 12 percent return. The low response rate was attributed primarily to the use of parents' addresses at the time of graduation.

Ninety-one percent (1,309) of the participants were female. Eight percent (121) were male. Twelve respondents did not indicate their sex.

Employed persons constituted 56 percent (811) of the sample while 41 percent (585) were not employed. Forty-six participants did not give their employment status.

The number of semesters of home economics completed by the graduates was 1 semester - 16 percent (224), 2 semesters - 23 percent (337), 3 semesters - 17 percent(242), 4 semesters - 25 percent (365), and 5 or more semesters - 15 percent (215). Fifty-nine former students did not designate their home economics enrollment.

Fourteen percent (203) of the sample graduated in 1978, 19 percent (271) in 1979, 19 percent (274) in 1980, 20 percent (296) in 1981, and 26 percent (382) in 1982. Sixteen respondents did not list their year of graduation. (See Table I.)

Analysis of Tasks Taught and Not Taught

Frequencies and means were determined for responses to whether each of the questionnaire tasks had been taught in secondary home economics courses (see Table II). Tasks with high mean scores indicated that the subject had been taught.

Mean scores were used to rank tasks to exhibit those items which were most often felt to have been taught (see Table III). The 10 most commonly taught tasks were "sew clothing," "prepare nutritious meals," "practice good health habits," "maintain personal hygiene and grooming," "repair or alter clothing," "serve attractive meals," "read labels," "make responsible decisions," "store food properly," and "care for infants and young children."

TABLE I: Sample Demographics

Number of Returned Questionnaires Analyzed: 1442

Sex.

Male	121
Female	1309
No Response	12

Employed:

Yes	811
No	585
No Response	46

Semesters of Home Economics:

1	224
2	337
3	242
4	365
5 or more	215
No Response	59

Year of Graduation:

1978	203
1979	271
1980	274
1981	296
1982	382
No Response	16

TABLE II: Mean Response Scores for Consumer and Homemaking Tasks Taught and Not Taught

	Task	Mean*	Frequency	S.D.
1.	Get a loan	1.25	1382	.43
2.	Make responsible decisions	1.76	1395	.43
3.	Communicate effectively with family members	1.67	1396	.47
4.	Make a budget based on income	1.72	1406	.45
5.	Choose toys for children	1.52	1394	.50
6.	Repair or alter clothing	1.87	1414	.34
7.	Launder clothes	1.62	1402	.49
8.	Maintain personal hygiene and grooming	1.88	1405	.33
9.	Buy household goods	1.69	1403	.46
10.	Choose clothing for self and others	1.67	1404	.47
11.	Handle family crises	1.41	1381	.49
12.	Select housing	1.38	1388	.49
13.	Select and arrange home furnishings	1.47	1392	.50
14.	Make a home more energy efficient	1.43	1372	.49
15.	Maintain ideal weight	1.52	1387	.50
16.	Choose wisely when eating out	1.44	1391	.50
17.	Serve attractive meals	1.87	1406	.34
18.	Maintain yard and garden	1.20	1374	.40
19.	Entertain in the home	1.49	1392	.50
20.	Buy insurance	1.17	1386	.38

Table II Continued

	Task	Mean*	Frequency	S.D.
21.	Read and understand a warranty	1.29	1382	.45
22.	Select suitable child care	1.65	1402	.48
23.	Sew clothing	1.95	1417	.21
24.	Store food properly	1.76	1400	.43
25.	Clean and maintain a home	1.72	1403	.45
26.	Discipline children appropriately	1.55	1391	.50
27.	Plan time for work, rest, and leisure	1.52	1397	.50
28.	Plan for routine tasks	1.58	1396	.49
29.	Select clothing	1.70	1401	.46
30.	Use home computers	1.09	1383	.29
31.	Evaluate convenience foods	1.57	1397	.50
32.	Maintain pleasant home atmosphere	1.56	1399	.50
33.	Develop a positive outlook on life	1.61	1393	.49
34.	Use credit wisely	1.46	1393	.50
35.	Balance a checkbook	1.46	1397	.50
36.	Prepare nutritious meals	1.93	1408	.25
37.	Read labels	1.81	1407	.39
38.	Manage sex responsibly	1.34	1379	.47
39.	Set long- and short-term goals	1.58	1395	.49
40.	Care for infants and young children	1.74	1404	.44
41.	Make decisions about marriage	1.48	1385	.50
42.	Practice good health habits	1.89	1399	.32

*Response code: 1.00 = Not Taught
2.00 - Taught

TABLE III: Ranking of Consumer and Homemaking Tasks Taught and Not Taught

	Task	Mean
1.	Sew clothing	1.95
2.	Prepare nutritious meals	1.93
3.	Practice good health habits	1.89
4.	Maintain personal hygiene and grooming	1.88
5.	Repair or alter clothing	1.87
6.	Serve attractive meals	1.87
7.	Read labels	1.81
8.	Make responsible decisions	1.76
9.	Store food properly	1.76
10.	Care for infants and young children	1.74
11.	Make a budget based on income	1.72
12.	Clean and maintain a home	1.72
13.	Select clothing	1.70
14.	Buy household goods	1.69
15.	Communicate effectively with family members	1.67
16.	Choose clothing for self and others	1.67
17.	Select suitable child care	1.65
18.	Launder clothes	1.62
19.	Develop a positive outlook on life	1.61
20.	Set long- and short-term goals	1.58
21.	Plan for routine taks	1.58
22.	Evaluate convenience foods	1.57

Table III Continued

Task	Mean*
23. Maintain pleasant home atmosphere	1.56
24. Descipline children appropriately	1.55
25. Choose toys for children	1.52
26. Maintain ideal weight	1.52
27. Plan time for work, rest, and leisure	1.52
28. Entertain in the home	1.49
29. Make decisions about marriage	1.48
30. Select and arrange home furnishings	1.47
31. Use credit wisely	1.46
32. Balance a checkbook	1.46
33. Choose wisely when eating out	1.44
34. Make a home more energy efficient	1.43
35. Handle family crises	1.41
36. Select housing	1.38
37. Manage sex responsibly	1.34
38. Read and understand a warranty	1.29
39. Get a loan	1.25
40. Maintain yard and garden	1.20
41. Buy insurance	1.17
42. Use home computers	1.09

*Response code: 1.00 - Not Taught
2.00 - Taught

Analysis of Tasks Needed and Not Needed

Response frequencies and means for the data provided from the questionnaire indicated differences in the extent to which participants felt they needed to have been taught specific tasks (see Table IV).

Rankings of the tasks based on mean scores were computed for clarity of observation (see Table V). Ten tasks listed as most needed included "make a budget based on income," "sew clothing," "prepare nutritious meals," "repair or alter clothing," "practice good health habits," "use credit wisely," "care for infants and young children," "make responsible decisions," "store food properly," and "handle family crises,"

Comparison of the top 10 rankings of tasks both taught and needed revealed similarities in the inclusion of "sew clothing," "prepare nutritious meals," "practice good health habits," "repair or alter clothing," "make responsible decisions," "store food properly," and "care for infants and young children." Differences were observed as "serve attractive meals," "maintain personal hygiene and grooming," and "read labels" were highly ranked as taught but not most highly ranked as needed. More highly ranked as needed than as taught were "make a budget based on income," "use credit wisely," and "handle family crises."

Questionnaire respondents were also given the opportunity to list tasks which they felt were needed but which may not have been included on the questionnaire. The most often mentioned topic dealt with sexuality. Additional tasks given

were the following:

-Work with the elderly

-Repair simple household machines

-Manage time for working mothers and fathers

-Prepare for homemaking as a single woman

-Make sound decisions when purchasing major items

-Manage a family as a single parent

-Prepare for marriage

-Maintain a vehicle

-Minimize debts

-Arrange flowers

-Improve communication skills

-Maintain relationships with friends

-Make arts and crafts projects

-Use convenience home appliances

-Recycle items

-Understand income taxes

-Deal with mentally and physically handicapped

-Write a resume

-Prepare foods from other countries

-Buy groceries wisely

-Save money

-Apply make-up correctly

-Select jobs best suited for self

-Care for the sick

-Choose a spouse

-Use proper manners

-Prepare for a reception

-Judge bargains

-Select household appliances

-Practice personal hygiene

-Maintain personal relationships

-Deal with personal tragedy

-Buy gifts for others

-Prepare meals on a limited budget

-Become independent

-Plan a wedding

-Practice self discipline

-Decorate a home

-Prepare leftovers

TABLE IV: Mean Response Scores for Consumer and Homemaking Tasks Needed and Not Needed

	Task	Mean*	Frequency	S.D.
1.	Get a loan	1.80	1317	.40
2.	Make responsible decisions	1.90	1305	.30
3.	Communicate effectively with family members	1.86	1305	.35
4.	Make a budget based on income	1.95	1304	.23
5.	Choose toys for children	1.65	1305	.48
6.	Repair or alter clothing	1.92	1294	.27
7.	Launder clothes	1.79	1291	.41
8.	Maintain personal hygiene and grooming	1.87	1299	.33
9.	Buy household goods	1.84	1309	.37
10.	Choose clothing for self and others	1.73	1305	.44
11.	Handle family crises	1.89	1335	.31
12.	Select housing	1.80	1319	.40
13.	Select and arrange home furnishings	1.74	1320	.44
14.	Make a home more energy efficient	1.89	1334	.31
15.	Maintain ideal weight	1.77	1325	.42
16.	Choose wisely when eating out	1.59	1306	.49
17.	Serve attractive meals	1.82	1299	.38
18.	Maintain yard and garden	1.61	1333	.49
19.	Entertain in the home	1.72	1322	.45
20.	Buy insurance	1.89	1342	.32

Table IV Continued

Task	Mean*	Frequency	S.D.
21. Read and understand a warranty	1.87	1341	.34
22. Select suitable child care	1.88	1301	.32
23. Sew clothing	1.93	1289	.25
24. Store food properly	1.90	1295	.30
25. Clean and maintain a home	1.82	1301	.38
26. Discipline children appropriately	1.86	1317	.34
27. Plan time for work, rest, and leisure	1.74	1314	.44
28. Plan for routine tasks	1.71	1299	.45
29. Select clothing	1.73	1305	.45
30. Use home computers	1.58	1334	.49
31. Evaluate convenience foods	1.78	1307	.41
32. Maintain pleasant home atmosphere	1.80	1322	.40
33. Develop a positive outlook on life	1.88	1316	.32
34. Use credit wisely	1.91	1328	.29
35. Balance a checkbook	1.86	1326	.34
36. Prepare nutritious meals	1.93	1298	.26
37. Read labels	1.88	1299	.32
38. Manage sex responsibly	1.80	1333	.40
39. Set long- and short-term goals	1.83	1303	.38
40. Care for infants and young children	1.91	1302	.28
41. Make decisions about marriage	1.87	1328	.34
42. Practice good health habits	1.92	1296	.28

*Response code: 1.00 = Not needed
2.00 = Needed

TABLE V: Ranking of Consumer and Homemaking Tasks Needed and Not Needed

	Task	Mean*
1.	Make a budget based on income	1.95
2.	Sew clothing	1.93
3.	Prepare nutritious meals	1.93
4.	Repair or alter clothing	1.92
5.	Practice good health habits	1.92
6.	Use credit wisely	1.91
7.	Care for infants and young children	1.91
8.	Make responsible decisions	1.90
9.	Store food properly	1.90
10.	Handle family crises	1.89
11.	Make a home more energy efficient	1.89
12.	Buy insurance	1.89
13.	Select suitable child care	1.88
14.	Develop a positive outlook on life	1.88
15.	Read labels	1.88
16.	Maintain ideal weight	1.87
17.	Read and understand a warranty	1.87
18.	Make decisions about marriage	1.87
19.	Communicate effectively with family members	1.86
20.	Discipline children appropriately	1.86
21.	Balance a checkbook	1.86
22.	Buy household goods	1.84

Table V Continued

Task	Mean*
23. Set long- and short-term goals	1.83
24. Serve attractive meals	1.82
25. Clean and maintain a home	1.82
26. Get a loan	1.80
27. Select housing	1.80
28. Maintain pleasant home atomosphere	1.80
29. Manage sex resporsibly	1.80
30. Launder clothe.	1.79
31. Evaluate convenience foods	1.78
32. Maintain ideal weight	1.77
33. Select and arrange home furnishings	1.74
34. Plan time for work, rest, and leisure	1.74
35. Choose clothing for self and others	1.73
36. Select clothing	1.73
37. Entertain in the home	1.72
38. Plan for routine tasks	1.71
39. Choose toys for children	1.65
40. Maintain yard and garden	1.61
41. Choose wisely when eating out	1.59
42. Use home computers	1.58

*Response code: 1.00 = Not Needed
2.00 = Needed

Chi Square Analysis

Chi square analysis revealed statistically significant different frequency counts for responses to needed/not needed and taught/not taught for all tasks on the questionnaire. Generally the significance was the result of a proportionately greater feeling of need for tasks which respondents had been taught. (See Tables VI - XLVII.)

All tasks were primarily recorded as needed. Cell strengths were evident for either of two categories: either taught and needed or not taught and needed. Tasks, which respondents felt had been taught and were also needed included the following:

-Make responsible decisions
-Communicate effectively with family members
-Make a budget based on income
-Choose toys for children
-Repair or alter clothing
-Launder clothes
-Maintain personal hygiene and grooming
-Buy household goods
-Choose clothing for self and others
-Select and arrange home furnishings
-Maintain ideal weight
-Choose wisely when eating out
-Serve attractive meals
-Entertain in the home
-Select suitable child care

-Sew clothing

-Store food properly

-Clean and maintain a home

-Discipline children appropriately

-Plan time for work, rest, and leisure

-Plan for routine tasks

-Select clothing

-Evaluate convenience foods

-Maintain pleasant home atomosphere

-Develop a positive outlook on life

-Prepare nutritious meals

-Read labels

-Set long- and short-term goals

-Care for infants and young children

-Practice good health habits

Tasks which participants considered not to have been taught but to have been needed included:

-Get a loan

-Handle family crises

-Select housing

-Make a home more energy efficient

-Maintain yard and garden

-Buy insurance

-Read and understand a warranty

-Use home computers

-Use credit wisely

-Balance a checkbook

-Manage sex responsibly

-Make decisions about marriage

All tasks listed as taught showed strong indications of need. Also, most of the tasks referred to as not taught were cited as needed although in all cases the degree of difference between needed and not needed was not as great for the untaught subjects as for the topics which had been taught. In two cases, however, a majority of respondents who had not been taught a task felt the task was not needed. This was true for questionnaire items 5, "choose toys for children" and 29, "select clothing."

Responses to tasks as both taught and needed suggest either of two possibilities. First, since home economics educators appear to be teaching subjects needed as basic living skills, teachers and curricular developers must be doing an appropriate job in assessing and meeting students' needs. Secondly, it is possible that the high correlation between tasks taught and needed is caused by the fact that as students are instructed in a particular area, they become aware of its value and therefore perceive it as needed.

Tasks listed primarily as not taught but needed by high school graduates could suggest revision in home economics curricula. Perhaps such tasks should be included in course instruction.

TABLE VI: Chi Square Response Values for Task "Get a Loan"

	Not Taught	Taught	Total	Not Counted
Not Needed	217	30	247	12
Needed	768	257	1025	33
Total	985	287	1272	
Not Counted	55	55		15

Yates' Corrected Chi Square Statistic

Value = 18.305 d.f. = 1 Probability =0.0000

TABLE VII: Chi Square Response Values for Task "Make Responsible Decisions"

	Not Taught	Taught	Total	Not Counted
Not Needed	56	67	123	8
Needed	266	878	1144	30
Total	322	945	1267	
Not Counted	8	121		8

Yates' Corrected Chi Square Statistic

Value = 27.912 d.f. = 1 Probability = 0.0000

TABLE VIII: Chi Square Response Values for Task "Communicate Effectively with Family Members"

	Not Taught	Taught	Total	Not Counted
Not Needed	101	72	173	12
Needed	356	737	1093	27
Total	457	809	1266	
Not Counted	10	120		7

Yates' Corrected Chi Square Statistic

Value= 42.023 d.f. = 1 Probability = 0.0000

TABLE IX: Chi Square Response Values for Task "Make a Budget Based on Income"

	Not Taught	Taught	Total	Not Counted
Not Needed	39	28	67	3
Needed	340	867	1207	27
Total	379	895	1274	
Not Counted	19	113		6

Yates' Corrected Chi Square Statistic

Value = 25.990 d.f. = 1 Probability = 0.0000

TABLE X: Chi Square Response Values for Task "Choose Toys for Children"

	Not Taught	Taught	Total	Not Counted
Not Needed	335	92	427	27
Needed	311	530	841	11
Total	646	622	1268	
Not Counted	29	97		10

Yates' Corrected Chi Square Statistic

Value = 193.276 d.f. = 1 Probability = 0.0000

TABLE XI: Chi Square Response Values for Task "Repair or Alter Clothing"

	Not Taught	Taught	Total	Not Counted
Not Needed	38	58	96	8
Needed	139	1035	1174	16
Total	177	1093	1270	
Not Counted	8	136		4

Yates' Corrected Chi Square Statistic

Value = 54.658 d.f. = 1 Probability = 0.0000

TABLE XII: Chi Square Response Values for Task "Launder Clothes"

	Not Taught	Taught	Total	Not Counted
Not Needed	173	89	262	14
Needed	340	664	1004	11
Total	513	753	1266	
Not Counted	22	114		15

Yates' Corrected Chi Square Statistic

Value = 87.867 d.f. = 1 Probability = 0.0000

TABLE XIII: Chi Square Response Values for Task "Maintain Personal Hygiene and Grooming"

	Not Taught	Taught	Total	Not Counted
Not Needed	47	110	157	10
Needed	109	1004	1113	19
Total	156	1114	1270	
Not Counted	14	122		7

Yates' Corrected Chi Square Statistic

Value = 49.960 d.f. = 1 Probability = 0.0000

TABLE XIV: Chi Square Response Values for Task "Buy Household Goods"

	Not Taught	Taught	Total	Not Counted
Not Needed	124	71	195	12
Needed	304	776	1080	22
Total	428	847	1275	
Not Counted	12	116		5

Yates' Corrected Chi Square Statistic

Value = 91.457 d.f. = 1 Probabiltiy = 0.0000

TABLE XV: Chi Square Response Values for Task "Choose Clothing for Self and Others"

	Not Taught	Taught	Total	Not Counted
Not Needed	218	117	335	19
Needed	232	706	938	14
Total	450	823	1273	
Not Counted	19	112		5

Yates' Corrected Chi Square Statistic

Value - 174.016 d.f. = 1 Probability = 0.0000

TABLE XVI: Chi Square Response Values for Task "Handle Family Crises"

	Not Taught	Taught	Total	Not Counted
Not Needed	108	28	136	12
Needed	583	460	1143	45
Total	791	488	1279	
Not Counted	23	79		4

Yates' Corrected Chi Square Statistic

Value = 19.077 d.f. = 1 Probability = 0.0000

TABLE XVII: Chi Square Response Values for Task "Select Housing"

	Not Taught	Taught	Total	Not Counted
Not Needed	205	44	249	10
Needed	616	407	1023	37
Total	821	451	1272	
Not Counted	37	79		7

Yates' Corrected Chi Square Statistic

Value = 41.834 d.f. = 1 Probability = 0.0000

TABLE XVIII: Chi Square Response Values for Task "Select and Arrange Home Furnishings"

	Not Taught	Taught	Total	Not Counted
Not Needed	251	77	328	16
Needed	461	488	949	27
Total	712	565	1277	
Not Counted	30	85		7

Yates' Corrected Chi Square Statistic

Value = 76.045 d.f. = 1 Probability = 0.0000

TABLE XIX: Chi Square Response Values for Task "Make a Home More Energy Efficient"

	Not Taught	Taught	Total	Not Counted
Not Needed	94	40	134	10
Needed	667	472	1139	51
Total	761	512	1273	
Not Counted	24	65		9

Yates' Corrected Chi Square Statistic

Value = 6.224 d.f. = 1 Probability = 0.0126

TABLE XX: Chi Square Response Values for Task "Maintain Ideal Weight"

	Not Taught	Taught	Total	Not Counted
Not Needed	194	90	284	17
Needed	440	550	990	34
Total	634	640	1274	
Not Counted	27	86		4

Yates' Corrected Chi Square Statistic

Value = 49.329 d.f. = 1 Probability = 0.0000

TABLE XXI: Chi Square Response Values for Task "Choose Wisely When Eating Out"

	Not Taught	Taught	Total	Not Counted
Not Needed	421	92	513	16
Needed	334	418	752	25
Total	755	510	1265	
Not Counted	24	102		10

Yates' Corrected Chi Square Statistic

Value = 178.107 d.f. = 1 Probability = 0.0000

TABLE XXII: Chi Square Response Values for Task "Serve Attractive Meals"

	Not Taught	Taught	Total	Not Counted
Not Needed	76	138	214	14
Needed	94	963	1057	14
Total	170	1101	1271	
Not Counted	17	118		8

Yates' Corrected Chi Square Statistic

Value = 106.568 d.f. = 1 Probability = 0.0000

TABLE XXIII: Chi Square Response Values for Task "Maintain Yard and Garden"

	Not Taught	Taught	Total	Not Counted
Not Needed	456	45	501	25
Needed	595	179	774	33
Total	1051	224	1275	
Not Counted	52	47		10

Yates' Corrected Chi Square Statistic

Value = 41.045 d.f. = 1 Probability = 0.0000

TABLE XXIV: Chi Square Response Values for Task "Entertain in the Home"

	Not Taught	Taught	Total	Not Counted
Not Needed	278	76	354	12
Needed	406	517	923	33
Total	684	593	1277	
Not Counted	32	83		5

Yates' Corrected Chi Square Statistic

Value = 121.368 d.f. = 1 Probability = 0.0000

TABLE XXV: Chi Square Response Values for Task "Buy Insurance"

	Not Taught	Taught	Total	Not Counted
Not Needed	135	13	148	5
Needed	959	182	1141	48
Total	1094	195	1289	
Not Counted	54	43		3

Yates' Corrected Chi Square Statistic

Value = 4.698 d.f. = 1 Probability = 0.0302

TABLE XXVI: Chi Square Response Values for Task "Read and Understand a Warranty"

	Not Taught	Taught	Total	Not Counted
Not Needed	137	27	164	9
Needed	806	316	1122	46
Total	943	343	1286	
Not Counted	41	55		5

Yates' Corrected Chi Square Statistic

Value = 9.427 d.f. = 1 Probability = 0.0021

TABLE XXVII: Chi Square Response Values for Task "Select Suitable Child Care"

	Not Taught	Taught	Total	Not Counted
Not Needed	96	54	150	6
Needed	372	742	1118	27
Total	472	796	1268	
Not Counted	15	119		7

Yates' Corrected Chi Square Statistic

Value = 50.905 d.f. = 1 Probability = 0.0000

TABLE XXVIII: Chi Square Response Values for Task "Sew Clothing"

	Not Taught	Taught	Total	Not Counted
Not Needed	23	58	81	8
Needed	38	1148	1186	14
Total	61	1206	1267	
Not Counted	7	143		3

Yates' Corrected Chi Square Statistic

Value = 99.568 d.f. = 1 Probability = 0.0000

TABLE XXIX: Chi Square Response Values for Task "Store Food Properly"

	Not Taught	Taught	Total	Not Counted
Not Needed	70	48	118	8
Needed	259	886	1145	24
Total	329	934	1263	
Not Counted	5	132		10

Yates' Corrected Chi Square Statistic

Value = 72.911 d.f. = 1 Probability = 0.0000

TABLE XXX: Chi Square Response Values for Task "Clean and Maintain a Home"

	Not Taught	Taught	Total	Not Counted
Not Needed	132	87	219	14
Needed	247	803	1050	18
Total	379	890	1269	
Not Counted	9	125		7

Yates' Corrected Chi Square Statistic

Value = 115.090 d.f. = 1 Probability = 0.0000

TABLE XXXI: Chi Square Response Values for Task "Discipline Children Appropriately"

	Not Taught	Taught	Total	Not Counted
Not Needed	125	43	168	12
Needed	494	611	1105	32
Total	619	654	1273	
Not Counted	13	105		7

Yates' Corrected Chi Square Statistic

Value = 50.307 d.f. = 1 Probability = 0.0000

TABLE XXXII: Chi Square Response Values for Task "Plan Time for Work, Rest, and Leisure"

	Not Taught	Taught	Total	Not Counted
Not Needed	254	67	321	18
Needed	393	559	952	23
Total	647	626	1273	
Not Counted	24	100		4

Yates' Corrected Chi Square Statistic

Value = 136.064 d.f. = 1 Probability = 0.0000

TABLE XXXIII: Chi Square Response Values for Task "Plan for Routine Tasks"

	Not Taught	Taught	Total	Not Counted
Not Needed	263	91	354	21
Needed	286	624	910	14
Total	549	715	1264	
Not Counted	39	93		11

Yates' Corrected Chi Square Statistic

Value = 188.859 d.f. = 1 Probability 0.0000

TABLE XXXIV: Chi Square Response Values for Task "Select Clothing"

	Not Taught	Taught	Total	Not Counted
Not Needed	220	115	335	21
Needed	188	748	936	13
Total	408	863	1271	
Not Counted	13	117		7

Yates' Corrected Chi Square Statistic

Value = 233.126 d.f. = 1 Probability = 0.0000

TABLE XXXV: Chi Square Response Values for Task "Use Home Computers"

	Not Taught	Taught	Total	Not Counted
Not Needed	518	12	530	24
Needed	674	77	751	29
Total	1192	89	1281	
Not Counted	67	35		6

Yates' Corrected Chi Square Statistic

Value = 29.450 d.f. = 1 Probability = 0.0000

TABLE XXXVI: Chi Square Response Values for Task "Evaluate Convenience Foods"

	Not Taught	Taught	Total	Not Counted
Not Needed	207	66	273	14
Needed	364	632	996	24
Total	571	698	1269	
Not Counted	36	92		7

Yates' Corrected Chi Square Statistic

Value = 131.982 d.f. = 1 Probability = 0.0000

TABLE XXXVII: Chi Square Response Values for Task "Maintain Pleasant Home Atmosphere"

	Not Taught	Taught	Total	Not Counted
Not Needed	179	64	243	16
Needed	410	629	1039	24
Total	589	693	1282	
Not Counted	27	90		3

Yates' Corrected Chi Square Statistic

Value = 91.386 d.f. = 1 Probability = 0.0000

TABLE XXXVIII: Chi Square Response Values for Task "Develop a Positive Outlook on Life"

	Not Taught	Taught	Total	Not Counted
Not Needed	95	48	143	11
Needed	430	699	1129	33
Total	525	747	1272	
Not Counted	20	101		5

Yates' Corrected Chi Square Statistic

Value = 40.916 d.f. = 1 Probability = 0.0000

TABLE XXXIX: Chi Square Response Values for Task "Use Credit Wisely"

	Not Taught	Taught	Total	Not Counted
Not Needed	93	29	122	2
Needed	632	532	1164	40
Total	725	561	1286	
Not Counted	29	78		7

Yates' Corrected Chi Square Statistic

Value = 20.719 d.f. = 1 Probability = 0.0000

TABLE XL: Chi Square Response Values for Task "Balance a Check Book"

	Not Taught	Taught	Total	Not Counted
Not Needed	133	38	171	9
Needed	589	525	1114	32
Total	722	563	1285	
Not Counted	33	79		4

Yates' Corrected Chi Square Statistic

Value: 36.348 d.f. = 1 Probability = 0.0000

TABLE XLI: Chi Square Response Values for Task "Prepare Nutritious Meals"

	Not Taught	Taught	Total	Not Counted
Not Needed	27	60	87	7
Needed	66	1115	1181	23
Total	93	1175	1268	
Not Counted	2	138		4

Yates' Corrected Chi Square Statistic

Value: 73.499 d.f. = 1 Probability = 0.0000

TABLE XLII: Chi Square Response Values for Task "Read Labels"

	Not Taught	Taught	Total	Not Counted
Not Needed	66	74	140	11
Needed	189	940	1129	19
Total	255	1014	1269	
Not Counted	8	130		5

Yates' Corrected Chi Square Statistic

Value = 69.819 d.f. = 1 Probability = 0.0000

TABLE XLIII: Chi Square Response Values for Task "Manage Sex Responsibly"

	Not Taught	Taught	Total	Not Counted
Not Needed	205	43	248	17
Needed	678	351	1029	39
Total	883	394	1277	
Not Counted	33	69		7

Yates' Corrected Chi Square Statistic

Value = 25.569 d.f. = 1 Probability = 0.0000

TABLE XLIV: Chi Square Response Values for Task "Set Long- and Short-Term Goals"

	Not Taught	Taught	Total	Not Counted
Not Needed	157	55	212	10
Needed	407	650	1057	24
Total	564	705	1269	
Not Counted	24	102		13

Yates' Corrected Chi Square Statistic

Value = 88.955 d.f. = 1 Probability = 0.0000

TABLE XLV: Chi Square Response Values for Task "Care for Infants and Young Children"

	Not Taught	Taught	Total	Not Counted
Not Needed	60	44	104	10
Needed	291	873	1164	24
Total	351	917	1268	
Not Counted	12	124		4

Yates' Corrected Chi Square Statistic

Value = 49.351 d.f. = 1 Probability = 0.0000

TABLE XLVI: Chi Square Response Values for Task "Make Decisions About Marriage"

	Not Taught	Taught	Total	Not Counted
Not Needed	129	36	165	12
Needed	560	555	1115	36
Total	689	591	1280	
Not Counted	30	75		9

Yates' Corrected Chi Square Statistic

Value = 44.085 d.f. = 1 Probability = 0.0000

TABLE XLVII: Chi Square Response Values for Task "Practice Good Health Habits"

	Not Taught	Taught	Total	Not Counted
Not Needed	38	62	100	7
Needed	115	1048	1163	26
Total	153	1110	1263	
Not Counted	5	131		10

Yates' Corrected Chi Square Statistic

Value = 65.736 d.f. = 1 Probability = 0.0000

Analysis by Sex

Needed/Not Needed

Similarities and differences existed in the priorities of male and female respondents with regard to the need for instruction in the tasks listed on the questionnaire (see Table XLVIII). All tasks were considered by a predominance of both men and women as needed.

Female participants reflected their 10 most needed tasks as:

	Task	Number of Responses
1.	Make a budget based on income	1113
2.	Sew clothing	1097
3.	Repair or alter clothing	1089
4.	Prepare nutritious meals	1085
5.	Care for infants and young children	1080
6.	Practice good health habits	1071
7.	Use credit wisely	1070
8.	Make responsible decisions	1059
9.	Buy insurance	1057
10.	Make a home more energy efficient	1053

Male respondents listed the 10 tasks which they most needed to learn to be the following:

	Task	Number of Responses
1.	Prepare nutritious meals	92
2.	Make a budget based on income	89
3.	Use credit wisely	89
4.	Store food properly	87

	Task	Number of Responses
5.	Practice good health habits	87
6.	Handle family crises	85
7.	Develop a positive outlook on life	85
8.	Sew clothing	84
9.	Read labels	84
10.	Balance checkbook	83

Five tasks were included in the top 10 needs for both men and women. These included "make a budget based on income," "sew clothing," "prepare nutritious meals," "practice good health habits," and "use credit wisely." Differences were observed between men and women for the remaining five choices. Women had also ranked highly "repair or alter clothing," "care for infants and young children," "make responsible decisions," "buy insurance," and "make a home more energy efficient," while men selected "store food properly," "handle family crises," "develop a positive outlook on life," "read labels," and "balance a checkbook."

Although all questionnaire tasks were considered by both men and women as needed, it is interesting to note that the lowest rankings differed for the two groups. Females were least concerned with the tasks "use home computers," "choose wisely when eating out," and "maintain yard and garden." Males were less interested in "choose toys for children," "entertain in the home," and "select clothing."

TABLE XLVIII: Frequencies of Tasks Needed and Not Needed by Male and Female Respondents

	Task	Male/ Female	Needed	Not Needed	Total
1.	Get a loan	Male	76	24	100
		Female	945	223	1168
2.	Make responsible decisions	Male	82	17	99
		Female	1059	105	1164
3.	Communicate effectively with family members	Male	82	17	99
		Female	1006	156	1162
4.	Make a budget based on income	Male	89	9	98
		Female	1113	58	1171
5.	Choose toys for children	Male	42	56	98
		Female	794	371	1165
6.	Repair or alter clothing	Male	80	17	97
		Female	1089	79	1168
7.	Launder clothes	Male	76	23	99
		Female	925	237	1162
8.	Maintain personal hygiene and grooming	Male	73	26	99
		Female	1035	131	1166
9.	Buy household goods	Male	79	19	98
		Female	996	176	1172
10.	Choose clothing for self and others	Male	64	34	98
		Female	869	301	1170
11.	Handle family crises	Male	85	14	99
		Female	1054	121	1175
12.	Select housing	Male	75	24	99
		Female	944	224	1168
13.	Select and arrange home furnishings	Male	71	30	101
		Female	875	296	1171
14.	Make a home more energy efficient	Male	82	17	99
		Female	1053	116	1169
15.	Maintain ideal weight	Male	66	32	98
		Female	919	252	1171

Table XLVIII Continued

Task	Male/ Female	Needed	Not Needed	Total
16. Choose wisely when eating out	Male	61	37	98
	Female	688	474	1162
17. Serve attractive meals	Male	70	29	99
	Female	982	185	1167
18. Maintain yard and garden	Male	63	37	100
	Female	707	463	1170
19. Entertain in the home	Male	56	42	98
	Female	865	309	1174
20. Buy insurance	Male	79	20	99
	Female	1057	128	1185
21. Read and understand a warranty	Male	80	20	100
	Female	1037	144	1181
22. Select suitable child care	Male	75	24	99
	Female	1038	125	1163
23. Sew clothing	Male	84	15	99
	Female	1097	66	1163
24. Store food properly	Male	87	11	98
	Female	1053	107	1160
25. Clean and maintain a home	Male	82	17	99
	Female	964	201	1165
26. Discipline children appropriately	Male	80	18	98
	Female	1020	150	1170
27. Plan time for work, rest, and leisure	Male	69	30	99
	Female	878	291	1169
28. Plan for routine tasks	Male	64	35	99
	Female	842	318	1160
29. Select clothing	Male	61	39	100
	Female	870	296	1166
30. Use home computers	Male	65	36	101
	Female	685	490	1175

Table XLVIII Continued

Task	Male/ Female	Needed	Not Needed	Total
31. Evaluate convenience foods	Male	67	29	96
	Female	926	242	1168
32. Maintain pleasant home atmosphere	Male	73	26	99
	Female	962	216	1178
33. Develop a positive outlook on life	Male	85	14	99
	Female	1039	129	1168
34. Use credit wisely	Male	89	10	99
	Female	1070	112	1182
35. Balance a checkbook	Male	83	17	100
	Female	1026	154	1180
36. Prepare nutritious meals	Male	92	7	99
	Female	1085	80	1165
37. Read labels	Male	84	15	99
	Female	1040	125	1165
38. Manage sex responsibly	Male	76	21	97
	Female	949	226	1175
39. Set long- and short-term goals	Male	75	24	99
	Female	977	188	1165
40. Care for infants and young children	Male	79	18	97
	Female	1080	86	1166
41. Make decisions about marriage	Male	78	22	100
	Female	1032	143	1175
42. Practice good health habits	Male	87	12	99
	Female	1071	88	1159

Analysis by Sex

Taught/Not Taught

A majority of male respondents stated that 20 of the 42 tasks had been taught to them. Contrastingly 26 of the 42 tasks were recorded by a majority of females as having been taught. (See Table XLIX.)

Males were most frequently taught the following tasks:

	Task	Number of Responses
1.	Balance checkbook	89
2.	Sew clothing	85
3.	Read labels	78
4.	Practice good health habits	78
5.	Serve attractive meals	76
6.	Make responsible decisions	71
7.	Make a budget based on income	70
8.	Store food properly	70
9.	Repair or alter clothing	69
10.	Maintain personal hygiene and grooming	69

Females considered the following tasks to have been taught most frequently:

	Task	Number of Responses
1.	Sew clothing	1116
2.	Prepare nutritious meals	1082
3.	Maintain personal hygiene and grooming	1041
4.	Practice good health habits	1027
5.	Serve attractive meals	1021
6.	Repair or alter clothing	1020

Task	Number of Responses
7. Read labels	933
8. Make responsible decisions	873
9. Care for infants and young children	867
10. Store food properly	860

Great consistency existed between the tasks taught to men and women. Curricula for both had frequently included "sew clothing," "read labels," "practice good health habits," "serve attractive meals," "make responsible decisions," "store food properly," "repair or alter clothing," and "maintain personal hygiene and grooming." Differences occurred in the frequency of inclusion of "balance a checkbook" and "make a budget based on income" for males and "prepare nutritious meals" and "care for infants and young children" for females. For both groups tasks taught least often included "use home computers," "maintain yard and garden," and "buy insurance." Males also were seldom taught "choose toys for children," which was more frequently included for females.

TABLE XLIX: Frequencies of Tasks Taught and Not Taught by Male and Female Respondents

	Task	Male/ Female	Taught	Not Taught	Total
1.	Get a loan	Male	35	65	100
		Female	252	916	1168
2.	Make responsible decisions	Male	71	28	99
		Female	873	291	1164
3.	Communicate effectively with family members	Male	68	31	99
		Female	739	423	1162
4.	Make a budget based on income	Male	70	28	98
		Female	823	348	1171
5.	Choose toys for children	Male	27	71	98
		Female	593	572	1165
6.	Repair or alter clothing	Male	69	28	97
		Female	1020	148	1168
7.	Launder clothes	Male	46	53	99
		Female	705	457	1162
8.	Maintain personal hygiene and grooming	Male	69	30	99
		Female	1041	125	1166
9.	Buy household goods	Male	68	30	98
		Female	775	397	1172
10.	Choose clothing for self and others	Male	45	53	98
		Female	775	395	1170
11.	Handle family crises	Male	44	55	99
		Female	442	733	1175
12.	Select housing	Male	32	67	99
		Female	417	751	1168
13.	Select and arrange home furnishings	Male	38	63	101
		Female	525	646	1171
14.	Make a home more energy efficient	Male	39	60	99
		Female	472	697	1169
15.	Maintain ideal weight	Male	48	50	98
		Female	591	580	1171

Table XLIX Continued

	Task	Male/ Female	Taught	Not Taught	Total
16.	Choose wisely when eating out	Male	44	54	98
		Female	465	697	1162
17.	Serve attractive meals	Male	76	23	99
		Female	1021	146	1167
18.	Maintain yard and garden	Male	26	74	100
		Female	198	972	1170
19.	Entertain in the home	Male	35	63	98
		Female	558	616	1174
20.	Buy insurance	Male	27	72	99
		Female	168	1017	1185
21.	Read and understand a warranty	Male	34	66	100
		Female	308	873	1181
22.	Select suitable child care	Male	45	54	99
		Female	749	414	1163
23.	Sew clothing	Male	85	14	99
		Female	1116	47	1163
24.	Store food properly	Male	70	28	98
		Female	860	300	1160
25.	Clean and maintain a home	Male	68	31	99
		Female	820	345	1165
26.	Discipline children appropriately	Male	43	55	98
		Female	610	560	1170
27.	Plan time for work, rest, and leisure	Male	48	51	99
		Female	576	593	1169
28.	Plan for routine tasks	Male	53	46	99
		Female	660	500	1160
29.	Select clothing	Male	57	43	100
		Female	804	362	1166
30.	Use home computers	Male	8	93	101
		Female	81	1094	1175

Table XLIX Continued

Table		Male/ Female	Taught	Not Taught	Total
31.	Evaluate convenience foods	Male	54	42	96
		Female	643	525	1168
32.	Maintain pleasant home atmosphere	Male	55	44	99
		Female	636	542	1178
33.	Develop a positive outlook on life	Male	62	37	99
		Female	684	484	1168
34.	Use credit wisely	Male	51	48	99
		Female	510	672	1182
35.	Balance a checkbook	Male	43	57	100
		Female	517	663	1180
36.	Prepare nutritious meals	Male	89	10	99
		Female	1082	83	1165
37.	Read labels	Male	78	21	99
		Female	933	232	1165
38.	Manage sex responsibly	Male	38	59	97
		Female	355	820	1175
39.	Set long- and short-term goals	Male	55	44	99
		Female	648	517	1165
40.	Care for infants and young children	Male	47	50	97
		Female	867	299	1166
41.	Make decisions about marriage	Male	46	54	100
		Female	544	631	1175
42.	Practice good health habits	Male	78	21	99
		Female	1027	132	1159

Analysis by Employment Status

Needed/Not Needed

All consumer and homemaking tasks evaluated by the questionnaire were listed by most employed and unemployed respondents as needed (see Table L). Additionally, vast similarities existed in the priority of needs listed by employed and unemployed participants. For example the 10 tasks listed as needed by employed persons most frequently in order were the following:

	Task	Number of Responses
1.	Sew clothing	689
2.	Make a budget based on income	687
3.	Prepare nutritious meals	682
4.	Repair or alter clothing	673
5.	Use credit wisely	666
6.	Practice good health habits	665
7.	Care for infants and young children	664
8.	Store food properly	663
9.	Buy insurance	661
10.	Make responsible decisions	660

Similarly, the 10 tasks listed as needed by unemployed persons most frequently in order were as follows:

	Task	Number of Responses
1.	Make a budget based on income	848
2.	Use credit wisely	468
3.	Prepare nutritious meals	467
4.	Care for infants and young children	466
5.	Repair or alter clothing	466
6.	Practice good health habits	465
7.	Sew clothing	463
8.	Make a home more energy efficient	458
9.	Handle family crises	458
10.	Make responsible decisions	457

Both groups included in their ten most needed tasks "sew clothing," "make a budget based on income," "prepare nutritious meals," "repair or alter clothing," "use credit wisely," "practice good health habits," "care for infants and young children," and "make responsible decisions." Only two items of the top 10 differed between the two groups. The employed respondents included "store food properly" and "buy insurance" in their 10 most needed tasks while the unemployed respondents listed "make a home more energy efficient" and "handle family crises."

The similarity of the tasks listed as needed by the employed and unemployed groups suggests that there is a commonality of required tasks for all people regardless of their employment status.

TABLE L: Frequencies of Tasks Needed and Not Needed by Employed and Unemployed Respondents

	Task	Employed/ Unemployed	Needed	Not Needed	Total
1.	Get a loan	Employed	596	139	735
		Unemployed	401	103	504
2.	Make responsible decisions	Employed	660	68	728
		Unemployed	457	47	504
3.	Communicate effectively with students	Employed	632	93	725
		Unemployed	433	72	505
4.	Make a budget based on income	Employed	687	43	730
		Unemployed	484	24	508
5.	Choose toys for children	Employed	483	246	729
		Unemployed	337	168	505
6.	Repair or alter clothing	Employed	673	57	730
		Unemployed	466	38	504
7.	Launder clothes	Employed	582	146	728
		Unemployed	394	108	502
8.	Maintain personal hygiene and grooming	Employed	642	87	729
		Unemployed	440	66	506
9.	Buy household goods	Employed	618	115	733
		Unemployed	431	76	507
10.	Choose clothing for self and others	Employed	538	191	729
		Unemployed	373	136	509
11.	Handle family crises	Employed	653	83	736
		Unemployed	458	49	507
12.	Select housing	Employed	594	136	730
		Unemployed	403	103	506
13.	Select and arrange home furnishings	Employed	545	187	732
		Unemployed	379	129	508
14.	Make a home more energy efficient	Employed	650	82	732
		Unemployed	458	47	505
15.	Maintain ideal weight	Employed	571	159	730
		Unemployed	395	114	509

Table L Continued

	Task	Employed/ Unemployed	Needed	Not Needed	Total
16.	Choose wisely when eating out	Employed	422	300	722
		Unemployed	312	196	508
17.	Serve attractive meals	Employed	602	125	727
		Unemployed	427	80	507
18.	Maintain yard and garden	Employed	448	282	730
		Unemployed	305	203	508
19.	Entertain in the home	Employed	539	193	732
		Unemployed	361	149	510
20.	Buy insurance	Employed	661	77	738
		Unemployed	445	68	513
21.	Read and understand a warranty	Employed	647	87	734
		Unemployed	443	72	515
22.	Select suitable child care	Employed	639	88	727
		Unemployed	449	56	505
23.	Sew clothing	Employed	689	39	728
		Unemployed	463	40	503
24.	Store food properly	Employed	663	63	726
		Unemployed	449	53	502
25.	Clean and maintain a home	Employed	608	120	728
		Unemployed	413	92	505
26.	Discipline children appropriately	Employed	633	95	728
		Unemployed	442	67	509
27.	Plan time for work, rest, and leisure	Employed	541	191	732
		Unemployed	384	122	506
28.	Plan for routine tasks	Employed	526	199	725
		Unemployed	358	145	503
29.	Select clothing	Employed	535	197	732
		Unemployed	374	129	503
30.	Use home computers	Employed	409	324	733
		Unemployed	321	188	509
31.	Evaluate convenience foods	Employed	566	167	733
		Unemployed	406	95	501
32.	Maintain pleasant home atmosphere	Employed	584	153	737
		Unemployed	431	78	509

Table 1. Continued

	Task	Employed/ Unemployed	Needed	Not Needed	Total
33.	Develop a positive outlook on life	Employed	650	79	729
		Unemployed	449	57	506
34.	Use credit wisely	Employed	666	70	736
		Unemployed	468	46	514
35.	Balance a checkbook	Employed	634	102	736
		Unemployed	449	61	510
36.	Prepare nutritious meals	Employed	682	46	728
		Unemployed	467	37	504
37.	Read labels	Employed	649	78	727
		Unemployed	449	57	506
38.	Manage sex responsibly	Employed	588	142	730
		Unemployed	415	96	511
39.	Set long- and short-term goals	Employed	606	120	726
		Unemployed	418	88	506
40.	Care for infants and young children	Employed	664	63	727
		Unemployed	466	40	506
41.	Make decisions about marriage	Employed	642	91	733
		Unemployed	445	66	511
42.	Practice good health habits	Employed	665	58	723
		Unemployed	465	39	504

Analysis of Number of Semesters Enrolled in Home Economics

When consideration was given to the number of semesters of home economics in which a student had enrolled, variations were observed. A majority of graduates regardless of the length of their contact with home economics evaluated all tasks as needed (see Table LI). However, rather consistently as the semesters of enrollment increased, the degree to which tasks were perceived to have been taught also increased (see Table LII). Characteristically, several tasks which were not viewed by most students enrolled in only one or two semesters of home economics as having been taught were seen as taught by most participants enrolled longer. Examples included "communicate effectively with family members," "choose toys for children," "launder clothes," "choose clothing for self and others," "select and arrange home furnishings," "maintain ideal weight," "entertain in the home," "select suitable child care," "discipline children effectively," "plan time for work, rest, and leisure," "plan for routine tasks," "evaluate convenience foods," "maintain pleasant home atmosphere," "set long- and short-term goals," and "make decisions about marriage." The fact that these tasks were listed as not taught by students taking a small amount of home economics and as taught by students taking a greater amount of home economics suggests that they are topics which are generally stressed in later rather than introductory home economics courses. Interestingly, this is consistent with the finding that these tasks although listed as needed were not generally given priority in the top 10 selection (see Table V).

TABLE LI: Frequencies of Tasks Needed and Not Needed According to Number of Semesters of Home Economics Taken by Respondents

	Task	Semesters of Home Economics	Needed	Not Needed	Total
1.	Get a loan	1	156	43	199
		2	229	71	300
		3	178	34	212
		4	371	50	321
		5 or more	153	41	194
2.	Make responsible decisions	1	171	28	199
		2	266	36	302
		3	188	21	209
		4	305	45	320
		5 or more	173	17	190
3.	Communicate effectively with family members	1	170	29	199
		2	249	51	300
		3	184	24	208
		4	284	38	322
		5 or more	162	27	189
4.	Make a budget based on income	1	185	14	199
		2	280	20	300
		3	194	14	208
		4	315	12	327
		5 or more	188	5	193
5.	Choose toys for children	1	128	71	199
		2	179	121	300
		3	129	81	210
		4	231	90	321
		5 or more	141	48	189
6.	Repair or alter clothing	1	176	24	200
		2	271	27	298
		3	197	15	212
		4	304	19	323
		5 or more	183	7	190
7.	Launder Clothes	1	153	45	198
		2	225	69	294
		3	166	44	210
		4	272	55	327
		5 or more	152	37	189

Table LI Continued

Task	Semesters of Home Economics	Needed	Not Needed	Total
8. Maintain personal hygiene and grooming	1	169	30	199
	2	249	51	300
	3	184	27	211
	4	294	27	321
	5 or more	176	15	191
9. Buy household goods	1	156	43	199
	2	245	56	301
	3	186	26	212
	4	285	39	324
	5 or more	168	23	191
10. Choose clothing for self and others	1	133	67	200
	2	197	103	300
	3	156	55	211
	4	255	69	324
	5 or more	160	30	190
11. Handle family crises	1	172	27	199
	2	271	31	302
	3	186	26	212
	4	295	29	324
	5 or more	177	17	194
12. Select housing	1	158	41	199
	2	232	71	303
	3	167	43	210
	4	269	54	323
	5 or more	162	29	191
13. Select and arrange home furnishings	1	137	62	199
	2	207	97	304
	3	159	50	209
	4	189	134	323
	5 or more	111	83	194
14. Make a home more energy efficient	1	173	27	200
	2	265	36	301
	3	182	27	209
	4	298	24	322
	5 or more	178	16	194
15. Maintain ideal weight	1	152	48	200
	2	220	78	298
	3	162	48	210
	4	255	69	324
	5 or more	161	33	194

Table LI Continued

Task	Semesters of Home Economics	Needed	Not Needed	Total
16. Choose wisely when eating out	1	116	85	201
	2	166	131	297
	3	130	80	210
	4	185	134	319
	5 or more	127	64	191
17. Serve attractive meals	1	159	41	200
	2	234	66	300
	3	168	44	212
	4	277	44	321
	5 or more	179	1	190
18. Maintain yard and garden	1	122	80	202
	2	189	112	301
	3	134	73	207
	4	181	142	323
	5 or more	122	72	194
19. Entertain in the home	1	135	64	199
	2	200	99	299
	3	152	58	210
	4	255	72	327
	5 or more	148	46	194
20. Buy insurance	1	176	27	203
	2	269	34	303
	3	183	29	212
	4	300	28	328
	5 or more	172	24	196
21. Read and understand a warranty	1	172	31	203
	2	259	44	303
	3	186	25	211
	4	289	37	326
	5 or more	176	20	196
22. Select suitable child care	1	166	34	200
	2	252	45	297
	3	189	20	209
	4	293	29	322
	5 or more	177	15	192
23. Sew clothing	1	180	20	200
	2	267	31	298
	3	205	6	211
	4	307	12	319
	5 or more	183	9	192

Table LI Continued

Task	Semesters of Home Economics	Needed	Not Needed	Total
24. Store food	1	173	27	200
	2	259	39	298
	3	189	18	207
	4	303	19	322
	5 or more	179	11	190
25. Clean and maintain a home	1	159	40	199
	2	232	68	300
	3	178	31	209
	4	274	48	322
	5 or more	167	25	192
26. Discipline children appropriately	1	171	29	200
	2	249	54	303
	3	181	28	209
	4	297	27	324
	5 or more	166	25	191
27. Plan time for work, rest, and leisure	1	142	58	200
	2	214	87	301
	3	159	53	212
	4	242	80	322
	5 or more	161	31	192
28. Plan for routine tasks	1	140	60	200
	2	198	101	299
	3	149	61	210
	4	234	82	316
	5 or more	154	38	192
29. Select clothing	1	133	67	200
	2	207	94	301
	3	150	61	211
	4	252	68	320
	5 or more	160	31	191
30. Use home computers	1	122	82	204
	2	185	120	305
	3	119	86	205
	4	177	150	327
	5 or more	122	71	193
31. Evaluate convenience foods	1	152	48	200
	2	218	84	302
	3	166	42	208
	4	268	53	321
	5 or more	154	38	192

Table LI Continued

Task	Semesters of Home Economics	Needed	Not Needed	Total
32. Maintain pleasant home atmosphere	1	151	51	202
	2	232	71	303
	3	173	37	210
	4	279	49	328
	5 or more	167	25	192
33. Develop a positive outlook on life	1	173	28	201
	2	252	51	303
	3	190	20	210
	4	297	25	322
	5 or more	173	18	191
34. Use credit wisely	1	178	25	203
	2	272	30	302
	3	186	24	210
	4	305	23	328
	5 or more	181	15	196
35. Balance a checkbook	1	169	33	202
	2	251	52	303
	3	186	25	211
	4	298	30	328
	5 or more	171	23	194
36. Prepare nutritious meals	1	179	20	199
	2	273	27	300
	3	194	13	207
	4	310	14	324
	5 or more	179	12	191
37. Read labels	1	168	32	200
	2	259	39	298
	3	190	20	210
	4	298	24	322
	5 or more	175	17	192
38. Manage sex responsibly	1	158	38	196
	2	225	76	301
	3	169	41	210
	4	274	54	328
	5 or more	165	29	194
39. Set long- and short-term goals	1	157	42	199
	2	237	63	300
	3	176	34	210
	4	278	45	323
	5 or more	168	22	190

Table LI Continued

Task	Semesters of Home Economics	Needed	Not Needed	Total
40. Care for infants and young children	1	168	29	197
	2	267	33	300
	3	195	14	209
	4	308	15	323
	5 or more	183	9	192
41. Make decisions about marriage	1	167	33	200
	2	253	49	302
	3	184	28	212
	4	292	33	325
	5 or more	177	17	194
42. Practice good health habits	1	176	21	197
	2	268	33	301
	3	189	17	206
	4	309	14	323
	5 or more	181	10	191

TABLE LII: Frequency of Tasks Taught and Not Taught According to Number of Semesters of Home Economics Taken by Respondents

Task	Semesters of Home Economics	Taught	Not Taught	Total
1. Get a loan	1	167	32	199
	2	234	66	300
	3	155	57	212
	4	247	74	321
	5 or more	148	46	194
2. Make responsible decisions	1	134	65	199
	2	205	97	302
	3	170	39	209
	4	258	62	320
	5 or more	146	44	190
3. Communicate effectively with family members	1	99	100	199
	2	176	124	300
	3	148	60	208
	4	226	96	322
	5 or more	127	62	189
4. Make a budget based on income	1	112	87	199
	2	196	104	300
	3	145	63	208
	4	255	72	327
	5 or more	153	40	193
5. Choose toys for children	1	73	126	199
	2	124	176	300
	3	117	93	210
	4	168	153	321
	5 or more	113	76	189
6. Repair or alter clothing	1	145	55	200
	2	247	51	298
	3	190	22	212
	4	301	22	323
	5 or more	170	20	190
7. Launder clothing	1	88	110	198
	2	154	140	294
	3	147	63	210
	4	212	115	327
	5 or more	126	63	189

Table LII Continued

Task	Semesters of Home Economics	Taught	Not Taught	Total
8. Maintain personal hygiene and grooming	1	155	44	199
	2	249	51	300
	3	192	19	211
	4	299	22	321
	5 or more	178	13	191
9. Buy household goods	1	109	90	199
	2	185	116	301
	3	154	58	212
	4	229	95	324
	5 or more	141	50	191
10. Choose clothing for self and others	1	93	107	200
	2	178	122	300
	3	144	67	211
	4	222	102	324
	5 or more	153	37	190
11. Handle family crises	1	59	140	199
	2	104	198	302
	3	89	123	212
	4	130	194	324
	5 or more	85	109	194
12. Select housing	1	41	158	199
	2	78	225	303
	3	82	128	210
	4	141	182	323
	5 or more	93	98	191
13. Select and arrange home furnishings	1	51	148	199
	2	100	204	304
	3	97	112	209
	4	189	134	323
	5 or more	111	83	194
14. Make a home more energy efficient	1	61	139	200
	2	106	195	301
	3	86	123	209
	4	149	173	322
	5 or more	92	102	194
15. Maintain ideal weight	1	95	105	200
	2	137	161	298
	3	107	103	210
	4	164	160	324
	5 or more	112	82	194

Table LII Continued

Task	Semesters of Home Economics	Taught	Not Taught	Total
16. Choose wisely when eating out	1	66	135	201
	2	118	179	297
	3	90	120	210
	4	132	187	319
	5 or more	86	105	191
17. Serve attractive meals	1	149	51	200
	2	258	42	300
	3	186	26	212
	4	298	23	321
	5 or more	173	17	190
18. Maintain yard and garden	1	20	182	202
	2	52	249	301
	3	44	163	207
	4	57	266	323
	5 or more	40	154	194
19. Entertain in the home	1	58	141	199
	2	116	183	299
	3	98	112	210
	4	185	142	327
	5 or more	109	85	194
20. Buy insurance	1	22	181	203
	2	41	262	303
	3	43	169	212
	4	52	276	328
	5 or more	29	167	196
21. Read and understand a warranty	1	37	166	203
	2	72	231	303
	3	60	151	211
	4	94	232	326
	5 or more	67	129	196
22. Select suitable child care	1	88	112	200
	2	160	137	297
	3	146	63	209
	4	232	90	322
	5 or more	141	51	192
23. Sew clothing	1	177	23	200
	2	277	21	298
	3	205	6	211
	4	316	3	319
	5 or more	188	4	192

Table LII Continued

Task	Semesters of Home Economics	Taught	Not Taught	Total
24. Store food properly	1	125	75	200
	2	205	93	298
	3	156	51	207
	4	259	63	322
	5 or more	158	32	190
25. Clean and maintain a home	1	115	84	199
	2	192	108	300
	3	159	50	209
	4	238	84	322
	5 or more	152	40	192
26. Discipline children appropriately	1	74	126	200
	2	130	173	303
	3	116	93	209
	4	192	132	324
	5 or more	118	73	191
27. Plan time for work, rest, and leisure	1	82	118	200
	2	119	182	301
	3	114	98	212
	4	168	154	322
	5 or more	115	77	192
28. Plan for routine tasks	1	94	106	200
	2	155	144	299
	3	126	84	210
	4	179	137	316
	5 or more	136	56	192
29. Select clothing	1	101	99	200
	2	186	115	301
	3	146	65	211
	4	245	75	320
	5 or more	150	41	191
30. Use home computers	1	12	192	204
	2	22	283	305
	3	12	193	205
	4	22	305	327
	5 or more	19	174	193
31. Evaluate convenience foods	1	84	116	200
	2	165	137	302
	3	106	102	208
	4	201	120	321
	5 or more	115	77	192

Table LII Continued

Task	Semesters of Home Economics	Taught	Not Taught	Total
32. Maintain pleasant home atmosphere	1	78	124	202
	2	146	157	303
	3	117	93	210
	4	201	127	328
	5 or more	123	69	192
33. Develop a positive outlook on life	1	110	91	201
	2	159	144	303
	3	132	78	210
	4	199	123	322
	5 or more	121	70	191
34. Use credit wisely	1	68	135	203
	2	115	187	302
	3	107	103	210
	4	160	168	328
	5 or more	90	106	196
35. Balance a checkbook	1	76	126	202
	2	124	179	303
	3	100	111	211
	4	152	176	328
	5 or more	89	105	194
36. Prepare nutritious meals	1	163	36	199
	2	279	21	300
	3	197	10	207
	4	313	11	324
	5 or more	183	8	191
37. Read labels	1	135	65	200
	2	232	66	298
	3	172	38	210
	4	277	45	322
	5 or more	163	29	192
38. Manage sex responsibly	1	51	145	196
	2	74	227	301
	3	63	147	210
	4	124	204	328
	5 or more	70	124	194
39. Set long- and short-term goals	1	91	108	199
	2	147	153	300
	3	126	84	210
	4	192	131	323
	5 or more	119	71	190

Table LII Continued

Table	Semesters of Home Economics	Taught	Not Taught	Total
40. Care for infants and young children	1	106	91	197
	2	189	111	300
	3	168	41	209
	4	267	56	323
	5 or more	158	34	192
41. Make decisions about marriage	1	65	135	200
	2	114	188	302
	3	101	111	212
	4	182	143	325
	5 or more	109	85	194
42. Practice good health habits	1	162	35	197
	2	260	41	301
	3	183	23	206
	4	290	33	323
	5 or more	180	11	191

Analysis by Year of Graduation

Students' perceived need to have been instructed about the tasks surveyed did not vary greatly with the year in which they graduated (see Table LIII). However, the year in which a student graduated did cause differences in the data with regard to whether tasks were evaluated as taught (see Table LIV). Generally all subjects were recorded as taught more frequently in later years. None of the tasks were given as having been taught in earlier years but not taught recently. Several subjects were observed as changing from not taught to taught through the years. Slight to moderate increases were seen for instruction in "choose toys for children," "choose wisely when eating out,""evaluate convenience foods," "maintain pleasant home atomosphere," and "develop a positive outlook on life." Stronger shifts were noted for "discipline children appropriately," "plan time for work, rest, and lesiure," "use credit wisely," "set long- and short-term goals," and "make decisions about marriage." In some cases the amount of instruction received had increased, yet a majority felt that the task had not been taught.

TABLE LIII: Frequency of Tasks Needed and Not Needed According to Respondents' Year of Graduation

	Task	Year of Graduation	Needed	Not Needed	Total
1.	Get a loan	1978	145	31	176
		1979	189	52	241
		1980	195	55	250
		1981	216	51	267
		1982	270	58	328
2.	Make responsible decisions	1978	161	21	182
		1979	213	27	240
		1980	227	23	250
		1981	239	19	258
		1982	293	31	324
3.	Communicate effectively	1978	152	28	180
		1979	205	36	241
		1980	218	29	247
		1981	231	30	261
		1982	276	49	325
4.	Make a budget based on income	1978	171	10	181
		1979	227	15	242
		1980	233	17	250
		1981	254	11	265
		1982	310	14	324
5.	Choose toys for children	1978	114	65	179
		1979	173	71	244
		1980	168	81	249
		1981	168	92	260
		1982	211	113	324
6.	Repair or alter clothing	1978	167	15	182
		1979	231	12	243
		1980	227	20	247
		1981	247	15	262
		1982	290	34	324
7.	Launder clothes	1978	139	40	179
		1979	203	39	242
		1980	205	43	248
		1981	202	60	262
		1982	247	76	323
8.	Maintain personal hygiene and grooming	1978	158	23	181
		1979	211	33	244
		1980	224	24	248
		1981	229	33	262
		1982	279	44	323

Table LIII Continued

	Task	Year of Graduation	Needed	Not Needed	Total
9.	Buy household goals	1978	149	34	183
		1979	200	45	245
		1980	210	40	250
		1981	231	31	262
		1982	279	44	323
10.	Choose clothing for self and others	1978	127	55	182
		1979	177	68	245
		1980	186	62	248
		1981	203	59	262
		1982	235	89	324
11.	Handle family crises	1978	161	22	183
		1979	213	32	245
		1980	224	27	251
		1981	243	20	263
		1982	291	34	325
12.	Select housing	1978	143	39	182
		1979	198	45	243
		1980	202	48	250
		1981	215	46	261
		1982	255	69	324
13.	Select and arrange home furnishings	1978	121	58	179
		1979	181	65	246
		1980	196	56	252
		1981	203	58	261
		1982	239	88	327
14.	Make a home more energy efficient	1978	165	16	181
		1979	214	29	243
		1980	226	24	250
		1981	235	27	262
		1982	288	37	325
15.	Maintain ideal weight	1978	139	42	181
		1979	187	58	245
		1980	200	49	249
		1981	212	47	259
		1982	242	86	328
16.	Choose wisely when eating out	1978	87	92	179
		1979	149	93	242
		1980	146	101	247
		1981	161	98	259
		1982	201	125	326

Table LIII Continued

Task	Year of Graduation	Needed	Not Needed	Total
17. Serve attractive meals	1978	142	40	182
	1979	211	33	244
	1980	206	39	245
	1981	223	40	263
	1982	265	60	325
18. Maintain yard and garden	1978	114	67	181
	1979	148	91	239
	1980	160	90	250
	1981	163	102	265
	1982	181	147	328
19. Entertain in the home	1978	122	60	182
	1979	174	70	244
	1980	180	70	250
	1981	190	73	263
	1982	248	79	327
20. Buy insurance	1978	160	21	181
	1979	215	29	244
	1980	217	35	252
	1981	243	26	269
	1982	293	37	330
21. Read and understand a warranty	1978	156	25	181
	1979	215	32	247
	1980	217	34	251
	1981	232	34	266
	1982	290	38	328
22. Select suitable child care	1978	154	29	183
	1979	208	31	239
	1980	219	28	247
	1981	237	26	263
	1982	288	36	324
23. Sew clothing	1978	171	11	182
	1979	229	13	242
	1980	227	17	244
	1981	249	15	264
	1982	298	25	323
24. Store food properly	1978	160	20	180
	1979	219	22	241
	1980	230	17	247
	1981	232	29	261
	1982	293	29	322

Table LIII Continued

Task	Year of Graduation	Needed	Not Needed	Total
25. Clean and maintain a home	1978	140	42	182
	1979	195	46	241
	1980	212	35	247
	1981	219	44	263
	1982	273	51	324
26. Discipline children appropriately	1978	155	28	183
	1979	209	34	243
	1980	215	32	247
	1981	227	35	262
	1982	289	37	326
27. Plan time for work, rest, and leisure	1978	123	56	179
	1979	179	64	243
	1980	189	60	249
	1981	197	67	264
	1982	253	73	326
28. Plan for routine tasks	1978	121	57	178
	1979	166	77	243
	1980	185	62	247
	1981	191	72	263
	1982	237	84	321
29. Select clothing	1978	132	47	179
	1979	176	68	244
	1980	186	62	248
	1981	194	68	262
	1982	238	88	326
30. Use home computers	1978	99	83	182
	1979	148	94	242
	1980	147	105	252
	1981	154	112	266
	1982	194	133	327
31. Evaluate convenience foods	1978	126	55	181
	1979	194	50	244
	1980	194	54	248
	1981	210	49	259
	1982	260	65	325
32. Maintain pleasant home atmosphere	1978	138	45	183
	1979	197	48	245
	1980	207	45	252
	1981	217	47	264
	1982	271	55	326

Table LIII Continued

Task	Year of Graduation	Needed	Not Needed	Total
33. Develop a positive outlook on life	1978	158	24	182
	1979	221	23	244
	1980	213	32	245
	1981	236	28	264
	1982	290	35	325
34. Use credit wisely	1978	164	17	181
	1979	225	19	244
	1980	231	22	253
	1981	240	27	267
	1982	292	37	329
35. Balance a checkbook	1978	159	24	183
	1979	213	31	244
	1980	211	39	250
	1981	233	33	266
	1982	287	43	330
36. Prepare nutritious meals	1978	164	18	182
	1979	226	17	243
	1980	232	15	247
	1981	243	18	261
	1982	305	18	323
37. Read labels	1978	156	24	180
	1979	216	27	243
	1980	224	23	247
	1981	236	26	262
	1982	286	39	325
38. Manage sex responsibly	1978	145	36	181
	1979	199	45	244
	1980	201	48	249
	1981	204	60	264
	1982	270	56	326
39. Set long- and short-term goals	1978	135	43	178
	1979	211	33	244
	1980	192	53	245
	1981	232	32	264
	1982	275	51	326
40. Care for infants and young children	1978	162	19	181
	1979	222	21	243
	1980	229	17	246
	1981	244	18	262
	1982	295	29	324

Table LIII Continued

Task	Year of Graduation	Needed	Not Needed	Total
41. Make decisions about marriage	1978	157	23	180
	1979	209	36	245
	1980	217	33	250
	1981	235	29	264
	1982	286	42	328
42. Practice good health habits	1978	160	21	181
	1979	227	13	240
	1980	232	14	246
	1981	242	18	260
	1982	291	33	324

TABLE LIV: Frequency of Tasks Taught and Not Taught According to Respondents' Year of Graduation

Task	Year of Graduation	Taught	Not Taught	Total
1. Get a loan	1978	32	144	176
	1979	45	196	241
	1980	53	197	250
	1981	60	207	267
	1982	94	234	328
2. Make responsible decisions	1978	113	69	182
	1979	176	64	240
	1980	187	63	250
	1981	199	59	258
	1982	259	65	324
3. Communicate effectively with family members	1978	102	78	180
	1979	153	88	241
	1980	150	97	247
	1981	176	85	261
	1982	218	107	325
4. Make budget based on income	1978	121	60	181
	1979	179	63	242
	1980	164	86	250
	1981	186	79	265
	1982	236	88	324
5. Choose toys for children	1978	88	91	179
	1979	114	130	244
	1980	121	128	249
	1981	122	138	260
	1982	169	155	324
6. Repair or alter clothing	1978	157	25	182
	1979	213	30	243
	1980	213	34	247
	1981	228	34	262
	1982	271	53	324
7. Launder clothes	1978	98	81	179
	1979	150	92	242
	1980	150	98	248
	1981	159	103	262
	1982	189	134	323
8. Maintain personal hygiene and grooming	1978	158	23	181
	1979	213	31	244
	1980	214	34	248
	1981	231	31	262
	1982	286	37	323

Table LIV Continued

Task	Year of Graduation	Taught	Not Taught	Total
9. Buy household goods	1978	121	62	183
	1979	167	78	245
	1980	164	86	250
	1981	173	89	262
	1982	213	110	323
10. Choose clothing for self and others	1978	113	69	182
	1979	157	88	245
	1980	149	99	248
	1981	180	82	262
	1982	213	111	324
11. Handle family crises	1978	53	130	183
	1979	86	159	245
	1980	88	163	251
	1981	101	162	263
	1982	153	172	325
12. Select housing	1978	58	124	182
	1979	82	161	243
	1980	81	169	250
	1981	101	160	261
	1982	126	198	324
13. Select and arrange home furnishings	1978	76	103	179
	1979	107	139	246
	1980	110	142	252
	1981	125	136	261
	1982	142	185	327
14. Make a home more energy efficient	1978	57	124	181
	1979	81	162	243
	1980	83	167	250
	1981	125	137	262
	1982	161	164	325
15. Maintain ideal weight	1978	82	99	181
	1979	116	129	245
	1980	121	128	249
	1981	137	122	259
	1982	175	153	328
16. Choose wisely when eating out	1978	55	124	179
	1979	94	148	242
	1980	101	146	247
	1981	107	152	259
	1982	146	180	326

Table LIV Continued

Task	Year of Graduation	Taught	Not Taught	Total
17. Serve attractive meals	1978	149	33	182
	1979	214	30	244
	1980	214	31	245
	1981	233	30	263
	1982	282	43	325
18. Maintain yard and garden	1978	33	148	181
	1979	42	197	239
	1980	47	203	250
	1981	37	228	265
	1982	62	266	328
19. Entertain in the home	1978	76	106	182
	1979	112	132	244
	1980	108	142	250
	1981	128	135	263
	1982	161	166	327
20. Buy insurance	1978	23	158	181
	1979	34	210	244
	1980	20	232	252
	1981	46	223	269
	1982	70	260	330
21. Read and understand a warranty	1978	44	137	181
	1979	59	188	247
	1980	51	200	251
	1981	80	186	266
	1982	105	223	328
22. Select suitable child care	1978	94	89	183
	1979	150	89	239
	1980	154	93	247
	1981	168	95	263
	1982	221	103	324
23. Sew clothing	1978	172	10	182
	1979	232	10	242
	1980	237	7	244
	1981	252	12	264
	1982	303	20	323
24. Store food properly	1978	133	47	180
	1979	174	67	241
	1980	185	62	247
	1981	191	70	261
	1982	241	81	322

Table LIV Continued

	Task	Year of Graduation	Taught	Not Taught	Total
25.	Clean and maintain a home	1978	121	61	182
		1979	160	81	241
		1980	169	78	247
		1981	196	67	263
		1982	235	89	324
26.	Discipline children appropriately	1978	76	107	183
		1979	112	131	243
		1980	124	123	247
		1981	137	125	262
		1982	197	129	326
27.	Plan time for work, rest, and leisure	1978	72	107	179
		1979	116	127	243
		1980	119	130	249
		1981	132	132	264
		1982	179	147	326
28.	Plan for routine tasks	1978	92	86	178
		1979	130	113	243
		1980	143	104	247
		1981	150	113	263
		1982	193	128	321
29.	Select clothing	1978	112	67	179
		1979	165	79	244
		1980	166	82	248
		1981	188	74	262
		1982	222	104	326
30.	Use home computers	1978	9	173	182
		1979	13	229	242
		1980	20	232	252
		1981	17	249	266
		1982	29	298	327
31.	Evaluate convenience foods	1978	87	94	181
		1979	133	111	244
		1980	135	113	248
		1981	145	114	259
		1982	193	132	325
32.	Maintain pleasant home atmosphere	1978	88	95	183
		1979	123	122	245
		1980	126	126	252
		1981	147	117	264
		1982	200	126	326

Table LIV Continued

Task	Year of Graduation	Taught	Not Taught	Total
33. Develop a positive outlook on life	1978	86	96	182
	1979	138	106	244
	1980	143	102	245
	1981	150	114	264
	1982	220	105	325
34. Use credit wisely	1978	60	121	181
	1979	94	150	244
	1980	107	146	253
	1981	123	144	267
	1982	173	156	329
35. Balance a checkbook	1978	74	109	183
	1979	93	151	244
	1980	112	138	250
	1981	117	149	266
	1982	161	169	330
36. Prepare nutritious meals	1978	162	20	182
	1979	224	19	243
	1980	232	15	247
	1981	245	16	261
	1982	300	23	323
37. Read labels	1978	131	49	180
	1979	197	46	243
	1980	204	43	247
	1981	206	56	262
	1982	266	59	325
38. Manage sex responsibly	1978	51	130	181
	1979	70	174	244
	1980	61	188	249
	1981	85	179	264
	1982	121	205	326
39. Set long- and short-term goals	1978	69	109	178
	1979	137	107	244
	1980	121	124	245
	1981	156	108	264
	1982	212	114	326
40. Care for infants and young children	1978	122	59	181
	1979	165	78	243
	1980	176	70	246
	1981	193	69	262
	1982	250	74	324

Table LIV Continued

Task	Year of Graduation	Taught	Not Taught	Total
41. Make decisions about marriage	1978	76	104	180
	1979	105	140	245
	1980	98	152	250
	1981	121	143	264
	1982	185	143	328
42. Practice good health habits	1978	153	28	181
	1979	207	33	240
	1980	218	28	246
	1981	231	29	260
	1982	290	34	324

RESEARCH OBSERVATIONS

As the findings of this research were reviewed for their application to curricular planning for home economics, several conditions were noted. First, the response rate for the study was only 12 percent. This was probably because the addresses used to mail questionnaires to graduates were from high school records at the time of graduation. The addresses for 1978 graduates, for example, were more than five years old. Many students had married, so even their names had changed. Also, the researchers realize that those who returned the questionnaire may not be truly representative of the population.

Second, it is possible that some inaccuracy existed in responses to the number of semesters of enrollment in home economics. Since most of the home economics courses in Louisiana during the period of the study were one-year courses rather than one semester, participants who checked "1 semester" may have had one year of instruction and should have marked "2 semesters."

Third, all tasks surveyed were cited as needed. Perhaps a more accurate method of determining real need would have been to require the ranking of tasks. In that manner former students would have had to select only those tasks which were most critical.

Fourth, no consideration was given, in this study, to the level of instruction or the degree of competencies attained by students. Such evaluation would have refined the analysis of subjects taught and not taught.

Fifth, and finally, all comments made on the questionnaire were by female respondents. This was representative of the percentage of return by females. Comments reflected enjoyment of home economics classes, both praise and disapproval of home economics teachers, and the need for home economics by all secondary students.

PROJECT EVALUATION

Consideration of the completion of the stated objectives of this project served as its evaluation. The objectives were accomplished in the following manner:

Objective 1: To identify whether specified consumer and homemaking tasks were perceived by male and female students as having been taught in secondary vocational home economics programs.

The questionnaires developed and circulated to former home economics students surveyed whether specific tasks had been taught. Responses were tabulated and reported for all respondents collectively, and separately for males and females as contained in this document.

Objective 2: To identify whether specified consumer and homemaking tasks were perceived as having not been taught in secondary vocational home economics programs but as needed by homemakers.

To accomplish this objective, the tasks taught which were surveyed for objective one were matched and compared with the tasks that questionnaire respondents identified as needed by homemakers. Tables and analyses were compiled and included in this document.

Objective 3: To disseminate the findings.

Copies of this research were distributed to Louisiana State Department of Education personnel, teacher educators in Louisiana, and state supervisors of home economics throughout the United States. In December 1983 the material will be presented at the annual meeting of the American Vocational Association in Anaheim, California. A journal article for home economics teachers is being drafted.

APPENDIX A

Letter to Parish Superintendents
and Vocational Directors

The University of Southwestern Louisiana

Lafayette, Louisiana 70504

College of Agriculture
School of Home Economics
(318) 231-6577

Universite des Acadiens

February 10, 1983

Area Parish Superintendents and
Vocational Directors

Dear Superintendent or Director:

The State of Louisiana, Department of Education has contracted with the School of Home Economics of the University of Southwestern Louisiana to identify whether recent graduates who took home economics classes felt that specific consumer and homemaking tasks were taught to them. To facilitate this research the Louisiana Office of Vocational Education requests that you provide the following information:

Names and parents' addresses of students who were enrolled in home economics courses and graduated from 1978 through 1982.

We sincerely appreciate your cooperation. Principals will be contacted by Mrs. Claire T. Daly, USL research assistant, to arrange for a convenient time to obtain the names and addresses.

Please direct any questions concerning this project to us at the above address or telephone us at 318-231-6577.

Thank you for your assistance.

Sincerely,

Barbara L. Stewart, Ed.D.
Director, Home Economics

Ellen Daniel, Ed.D.
Associate Professor

jd

cc: Parish principals

APPENDIX B

Cover Letter for Questionnaire

The University of Southwestern Louisiana

Lafayette, Louisiana 70504

College of Agriculture
School of Home Economics
(318) 231-6577

Universite des Acadiens

Dear Former Home Economics Students:

We need five minutes of your time to help us improve home economics courses. High school home economics courses should prepare students for their jobs as homemakers. By answering the following questions you can help us decide if changes need to be made. Please mail your answers in the enclosed envelope.

Thank you for your help.

Sincerely,

Ellen Daniel

Ellen Daniel, Ed.D.
Associate Professor
Vocational Home Economics Education

Barbara Stewart

Barbara L. Stewart, Ed.D.
Director
School of Home Economics

jd

Enclosure

APPENDIX C

Questionnaire

Please check the boxes that describe you:

/_/ Male /_/ Female Employed? /_/ Yes /_/ No

Semesters of Home Economics /_/ 1 /_/ 2 /_/ 3 /_/ 4 /_/ 5 or more

High School attended _____

Year of graduation /_/'78 /_/'79 /_/'80 /_/'81 /_/'82

Listed below are some tasks one may do as a homemaker. Please respond to each task twice. (1) Check under taught if you were taught to do the task in any of your high school home economics classes or not taught if not. (2) Check under needed if you felt you needed to have learned to do the task. Check not needed if you feel you did not need to be taught this in home economics.

	Tasks	Taught	Not Taught	Needed	Not Needed
1.	Get a loan				
2.	Make responsible decisions				
3.	Communicate effectively with family members				
4.	Make a budget based on income				
5.	Choose toys for children				
6.	Repair or alter clothing				
7.	Launder clothes				
8.	Maintain personal hygiene and grooming				
9.	Buy household goods				
10.	Choose clothing for self and others				
11.	Handle family crises				
12.	Select housing				
13.	Select and arrange home furnishings				
14.	Make a home more energy efficient				
15.	Maintain ideal weight				
16.	Choose wisely when eating out				
17.	Serve attractive meals				
18.	Maintain yard and garden				
19.	Entertain in the home				

	Tasks	Taught	Not Taught	Needed	Not Needed
20.	Buy insurance				
21.	Read and understand a warranty				
22.	Select suitable child care				
23.	Sew clothing				
24.	Store food properly				
25.	Clean and maintain a home				
26.	Discipline children appropriately				
27.	Plan time for work, rest, and leisure				
28.	Plan for routine tasks				
29.	Select clothing				
30.	Use home computers				
31.	Evaluate convenience foods				
32.	Maintain pleasant home atmosphere				
33.	Develop a positive outlook on life				
34.	Use credit wisely				
35.	Balance a checkbook				
36.	Prepare nutritious meals				
37.	Read labels				
38.	Manage sex responsibly				
39.	Set long- and short-term goals				
40.	Care for infants and young children				
41.	Make decisions about marriage				
42.	Practice good health habits				
43.	Other - Please list on back				

ABSTRACT

Consumer and Homemaking Curriculum Analysis
Based on the Needs of Secondary Graduates

Ellen Daniel, Ed.D.
Barbara L. Stewart, Ed.D.

Fourteen hundred forty two secondary school graduates of 1978-1982 who had been enrolled in home economics courses in seven Louisiana parishes completed questionnaires. Participants rated each of 42 listed consumer and homemaking tasks as having been taught or not taught in their home economics courses and as needed or not needed.

All tasks were recorded as needed by a majority of former students. Thirty of the 42 tasks surveyed were rated as having been taught and needed while 12 topics were considered needed but not taught. Respondents' sex, employment status, number of semesters enrolled in home economics, and year of graduation caused variations in whether tasks were perceived as having been taught or needed.